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AUTHOR Diaz, Joe; And Others
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ABSTRACT

This module of a competency-based staff development training package is concerned with alternative strategies of guidance program development. The module has two main purposes. The first is to briefly describe the various methods, approaches, and techniques that counseling personnel can utilize in implementing a comprehensive career guidance system. The second purpose is to develop skills in the design and development of alternative counseling strategies. (SJL)

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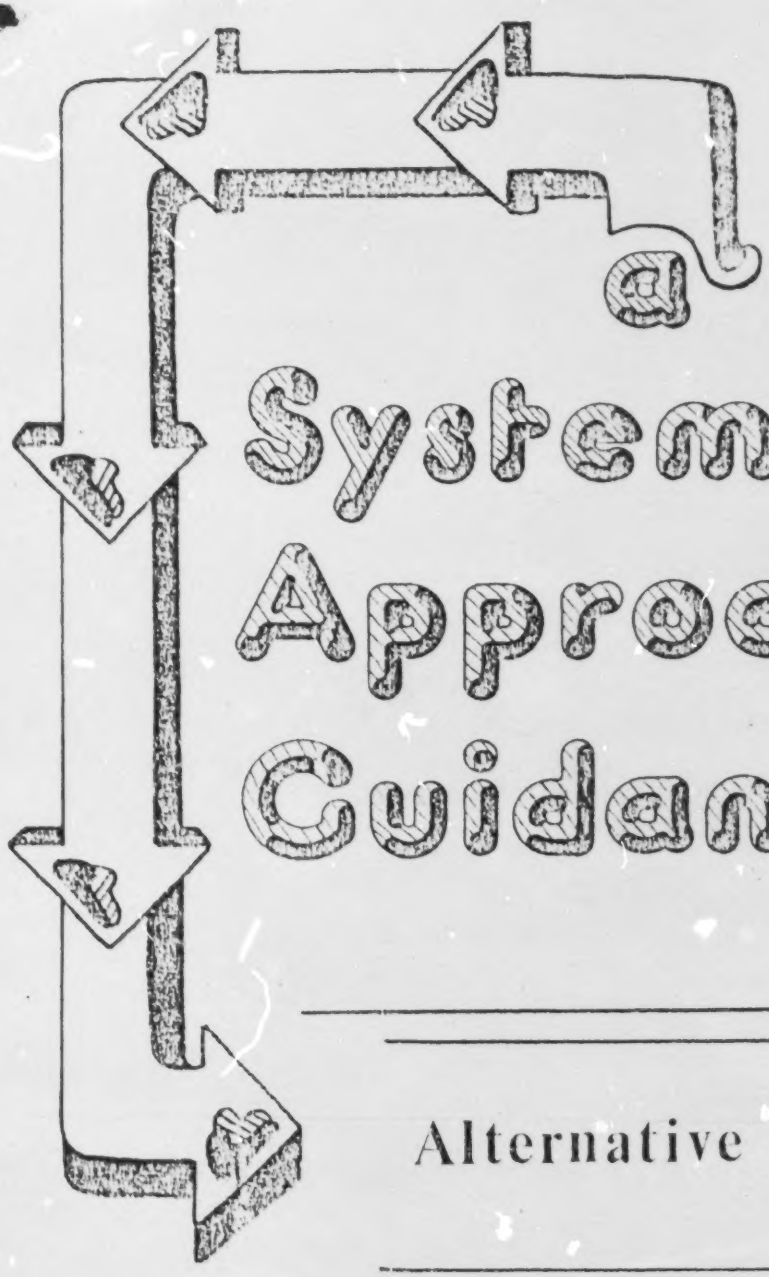

A Systematic Approach to Guidance

Alternative Strategies

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS ››› DR. GEORGE N. SMITH, SUPERINTENDENT

CREDITS

ALTERNATIVE STRATEGIES

Joe Diaz and Fred Trapnell
with Duane Richins

Mesa Public Schools in cooperation with
The American Institutes for Research

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FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Mrs. Carolyn Warner, Superintendent of Public Instruction. The Title III staff is directed by Fred J. Sughrue and the consultant assigned to this project is Jesse Udall, Education Program Specialist.

For additional information on these projects...

Write or call: (602) 962-7331

Exemplary Project Director
Byron E. McKinnon
Guidance Director
Mesa Public Schools
Guidance Services Center
140 South Center
Mesa, Arizona 85202

Title III Director
Duane Richins
Guidance Specialist
Mesa Public Schools
Guidance Services Center
140 South Center
Mesa, Arizona 85202

INTRODUCTION

OVERVIEW

This "module" is part of a package which includes the following:

- Coordinator's Guide - Appendix A
- Tape-slide introduction
- Flowchart of the comprehensive approach
- Module goal and objectives
- Instructional materials (module)
- Group activities
- Simulation activity
- Application procedures
- Pre- and Post-assessments
- Further references

Packages are designed so that you may work at your own pace but should not take over 20 hours to complete.

The module contains a flowchart to the comprehensive approach, the package goal and objectives, instructional materials, and group activities. The flowchart defines the four major phases of the comprehensive approach to developing guidance, counseling, and placement programs and their relationship to each other.

START

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE COUNSELING AND PLACEMENT PROGRAMS AND RELATED COMPETENCIES

FLOWCHART

PLANNING COMPETENCIES

1. Orient to the four areas of the comprehensive approach; define philosophy, purposes, and target groups.
2. Design, conduct, & report current status assessment
3. Design, conduct, & report desired outcomes assessment (needs assess.)
4. Identify new program needs; write program goals and student objectives (outcomes;) evaluate

CONTEXT EVALUATION

STRUCTURING COMPETENCIES

1. Specify program participants and objectives for immediate programs; indicate target groups and skill levels required to achieve objectives of program
2. Determine format design; list possible available program procedures and materials, choose most appropriate procedures and materials
3. Develop programs based on previously identified goals and objectives; provide for the development, critiquing, and editing of program products

INPUT EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA

DECISION-MAKING COMPETENCIES

1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and rationale

PRODUCT EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA
- STRUCTURING COMPETENCIES AREA
- IMPLEMENTING COMPETENCIES AREA

IMPLEMENTING COMPETENCIES

1. State implementation objectives and strategies
2. Select implementation staff and initiate staff development activities
3. Prepare pilot and field test sites, and implement programs
4. Determine additional staff competencies needed for which training will be needed

PROCESS EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA
- STRUCTURING COMPETENCIES AREA

NOTE:
Highlighted area(s) indicates competencies presented in this module.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. The general purpose of this module and the specific outcomes that you should achieve through it are summarized below through the goal statement and the package objectives.

MODULE GOAL

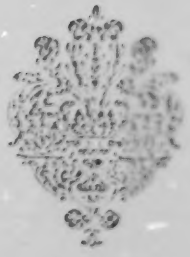
The module has two main purposes. The first is to briefly describe the various methods, approaches, and techniques (strategies) that counseling personnel can utilize in implementing a comprehensive career guidance system. The second purpose is to develop skills in the design and development of alternative counseling strategies.

MODULE OBJECTIVES

When you have completed this module you will be able to:

Page	
16 - 18 29 - 31	1. List strategies which would be appropriate to the goals and objectives of your program.
14 - 15	2. Identify four ways of achieving positive attitudes toward new program strategies.
17 29 - 42	3. Specify the criteria that will be used to assess and select alternative strategies.
29 - 47	4. Choose the strategy (strategies) that is most appropriate for assisting students to achieve each goal and objective.

53 - 56	5. Produce a written description of the program being structured and plan of implementation.
42 - 46	6. Evaluate effectiveness of the selected program.



MODULE OUTLINE

Approximate Time	Activity
1 hour and 30 minutes	Introduction. You engage in a brief activity. Then the coordinator will explain the structure and purposes of the module. Questions and discussion are included. Next you take the pre-assessment and view a tape-slide presentation.
1 hour and 15 minutes	Initial Reading. Read the text, which outlines important considerations in selecting alternative strategies. Questions and discussion follow.
1 hour and 15 minutes	Simulation. This activity should assist you in identifying and describing the resource and attitudinal characteristics in your school and/or district. This identification is important when selecting strategies appropriate to your particular situation.
4 hours	In-Depth Study. You extend your knowledge through additional reading. Then you share what you've learned with other workshop participants.
2 hours	Application. In this activity you will define in some detail how you will apply the skills gained in your own setting.
45 minutes	Post-Assessment. Here is where you demonstrate that you have achieved the objectives of the module by writing answers to your questions. Discussion will follow as necessary.
20 minutes	Wrap-up. The workshop coordinator will sum up the module and will point out additional sources of information. Any final questions will be resolved.

PRE-ASSESSMENT

The questions below are designed to give you an idea of the instructional content of this module so you may determine:
1) whether you wish to continue working on the module; and
2) whether you want to skip certain sections of it. Each question relates to the module objective of the same number. The pages of the text that present the information required to answer the questions are indicated after each question.

Try to answer each question and check your work using the answer key provided. Then, if you feel the module or certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. Define "guidance program strategy". (pp. 16-18)

_____

_____

_____

_____

List at least 6 possible guidance program strategies. (p. 19)

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2. List 4 ways to achieve positive attitudes toward a new program strategy. (pp. 14-15)

a. _____

b. _____

c. _____

d. _____

3. List 3 major elements in selecting an appropriate career guidance strategy for your school. (pp. 30-31)

a. _____

b. _____

c. _____

From the list below, select those that are classified as direct counseling strategies. (p. 17)

_____a. Aspects of educational setting.

_____b. Orientation

_____c. School personnel

_____d. Community resources

_____e. Personal assessment

_____f. Personal problem-solving skills

_____g. Formulating and pursuing personal goals.

_____h. Research and evaluation

List 5 subpopulations of students that a program planner might encounter in developing a new strategy. (p. 37)

a. _____

b. _____

c. _____

d. _____

e. _____

List 3 resource considerations that determine strategy feasibility. (pp. 39-41)

a. _____

b. _____

c. _____

4. No item; objective is directly related to the completion of the module.

5. No item; objective is directly related to the completion of the module.

6. List 4 decision guidelines that should be used in determining the effectiveness of new program strategies. (p. 42)

a. _____

b. _____

c. _____

d. _____

14

1. Definition - Program strategies are procedures, methods, techniques, processes and approaches--including activities, equipment, and materials--which form the delivery systems used to obtain student performance objectives.

   Strategies - Publications, audio visual materials, planned programs, instructional units, computer systems, simulations, directed exploration and observation, actual work experience, guidance centers and miscellaneous.

2. Please refer to the list of 10 given on pages 14 and 15.

3. Major elements -
   a. Appropriateness to target populations.
   b. Consistency with resources and constraints in the school system.
   c. Likelihood of effectiveness.

   Direct counseling strategies - b, e, f, & g.

   Subpopulations - Please check your answers with the list of 10 items found on page 37.

   Resource considerations - Check your answers with the list of 5 items found on pages 39-41.

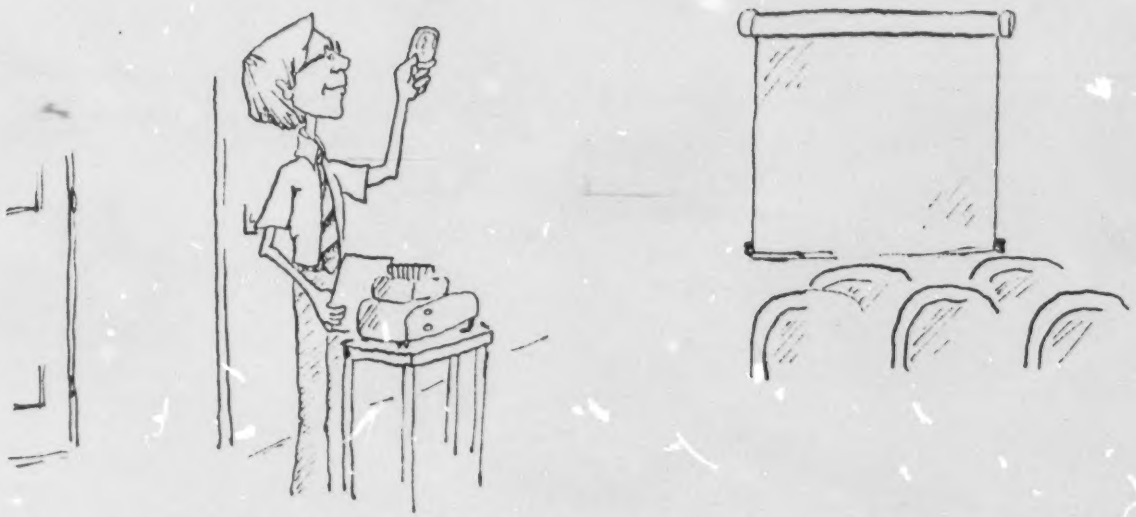
4. No answer.

5. No answer.

6. Check your answers with the list of 11 items found on page 42.

ANSWER KEY

PRE-ASSESSMENT



AUDIO VISUAL INTRODUCTION

This package or module, "Alternative Strategies" includes an audio cassette and slides to introduce you to this phase of the staff development series. We suggest that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, please read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

INITIAL ACTIVITY

The following activity is designed to introduce the relatively new concept of alternative strategies. Hopefully it will stimulate some ideas in this area and start you thinking. After the activity you will engage in a discussion with your coordinator and the rest of your group. If you are not working with a coordinator, you will find the contents of the verbal presentation that follows this Initial Activity on pages 77-79 of the Coordinator's Guide.

INSTRUCTIONS:

Choose one of the following activities and select three alternative ways in which the activity could be accomplished.

A. The route you take to work each day.

B. The phrase you use in greeting people.

C. The phrase you use in answering your office telephone.

ACTIVITY #____

Alternative ways. (Strategies)

1.

2.

3.

INITIAL READING-TEXT

ALTERNATIVE STRATEGIES

The opening activity that you completed introduces the concept of selecting alternative strategies. It describes criteria to be used by guidance program planners in choosing instructional and counseling strategies appropriate to the performance objectives their program intends to achieve.

As with home, driving, and social situations, we have set up specific routines in our jobs. It is important to have specific routines because it would be inefficient to go through the total problem solving technique before attacking any situation. However, if we have abandoned our freedom to the point that our actions and activities are totally predictable--if we go through the same ritual for each similar situation without ever taking a "pit-stop" to check out the strength or weakness of the parts--we may find that the strategy, rather than the desired outcome, has become our goal. What used to work may not work now, in a different setting, with pupils having different characteristics.

It is not the goal of this module to criticize your present strategies, or to have you adopt innovative strategies. *overview*
Rather, the goal is to present a model for heightening your awareness of:

1. the broad range of strategies available.
2. the many resources available to you in identifying potentially appropriate strategies.

3. specific criteria for selecting from among possible strategies those that are most likely to be efficient and effective (including those you already have in operation).

4. the contributions these strategies can make to individualizing guidance programs.

In addition, the goal is to furnish you a model for preparing a plan for implementing selected program strategies and for preparing a report of that plan. The intent is to help you look at what you are doing, and at what you might be doing. Also to enhance your freedom by helping you make informed choices that are more likely to increase the probability that student performance objectives will be attained.

FACILITATING CHANGE

who is responsible?

THE MOST IMPORTANT FIRST STEP IS TO ESTABLISH THE EDUCATIONAL UNIT RESPONSIBLE FOR PROGRAM DEVELOPMENT. It is very easy to pass the buck or to cop out. There is no question about the possibility of a single counselor designing and successfully implementing one or more guidance program components more or less unilaterally. But, there is also no question that the effectiveness of such efforts is diluted by virtue of their isolation. If there is anything we have learned from management and accountability studies, it is that early involvement of all parties in a program is essential. Just as we identified specific groups whose representation is critical in the needs assessment process, so we need to identify those (possibly the same ones) to be involved in the program planning, including identification and selection of strategies. It would do little good for you to decide

that the best strategy to use for your program would be to have a unit or units presented by the homeroom teachers if the homeroom teachers were not involved in the planning; or to use another example, although your district may have a computer, your plans to use it for an interactive guidance system might be thwarted if you did not involve representatives from the business department (budget), data processing department (time scheduling, equipment availability and feasibility), the teaching staff (releasing students from class to interact with the terminal), etc. Most important of all, the head of the educational unit responsible for guidance program development must be involved from the start.

who is involved in planning?

If you do encounter apathy or resistance among those upon whom the success of the program will depend, there are many ways to achieve more positive attitudes:

ways of enlisting program support

1. analyze the report of your district's most recent accreditation for points that support the need for change in the direction you are planning;
2. enlist the interest and support of staff members with high credibility;
3. enlist the assistance of key community members;
4. solicit the assistance of a strong leader in your school or district in a systematic search for solutions to problems that arise from present program goals;
5. investigate and communicate promising solutions;
6. visit districts that are implementing innovative programs, and communicate these programs to key staff members;
7. request permission to exchange services with a staff member of an innovative district for one day or one week;

8. search for ways to find the solution through outside sources;

9. suggest cooperating with another district in the implementation of the program;

10. ASK for HELP from those whose support you need, and LISTEN to the suggestions--do not present your ideas and ask for their blessings.

Most importantly, be optimistic that people will be cooperative if involved, encouraged to question, and permitted to influence planning and implementation of decisions.

ANALYSIS OF SITUATIONAL CONSTRAINTS

Besides involvement of all as soon as possible, it is important that you encourage yourself and others participating in the planning to (1) reject conventional limitations, (2) reject situational constraints, (3) deliberately attempt to create new systems of work and of relationships, and (4) challenge the group to think of creative ways to break down barriers.

breaking constraints in thinking and planning

Instead of saying, "We'd never get by with that in our district," ask, "How could we make that work in our district? Who could stop it? Whose cooperation is vital? What attitudes and behaviors must change?" Then, utilizing the thinking of the total planning group, design activities for overcoming those constraints that would tend to interfere with the attainment of the student performance objectives based on prioritized student needs. An example of the elimination of such a constraint was the action of the Culver City Unified School District in California that wished to implement a Career Closeup Program which

would involve students' on-the-job skill building for credit without supervision of a credentialed teacher. The local assemblyman was approached; with the help of school staff the assemblyman wrote and introduced a bill which was subsequently passed by the legislature; this legitimatized the Career Close-up Program. This type of action is often needed if we are to break out of the current program restrictions and use the most effective means of attaining objectives. Few districts take advantage of the fact that a recent law makes it possible for a district to obtain a waiver on almost any program-related education code directive. Institutions of higher learning and other adjunct agencies can also be approached for modification of their rules and regulations which tend to impose certain procedures on the public schools. Negotiations with the University of California in the implementation of a high school pass-no-pass grading system is an example of this kind of action.

The above examples point out the necessity for you to analyze the situation in which your program will operate.

DIRECT AND INDIRECT STRATEGIES

An approach to the development of alternative strategies involves the exploration and selection of suitable learning experiences for youth and their parents. Clear statements of priority needs and related objectives permit creativity in the selection and investigation of a wide range of possible instructional, counseling and evaluational approaches. Program strategies may be classified as direct or indirect.

consideratio of strategies

Direct Strategies

Interventions employed directly with students and include activities such as:

direct and indirect strategies

1. Orientation
2. Personal assessment
3. Personal problem-solving skills
4. Formulating and pursuing personal goals

Indirect Strategies

Interventions implemented by technological or human recources around the student to protect and foster the development of his individuality.

1. Aspects of the educational setting
2. School personnel
3. Community resources
4. Research and evaluation

This module will focus on direct strategies; however, indirect strategies may be appropriate for certain goals and objectives. The following section will discuss and list the varied possible instructional and counseling strategies.

EXAMPLES OF POSSIBLE STRATEGIES

strategy examples

The planning of activities to help students achieve a particular performance objective requires a broad survey of instructional and counseling strategies to insure that program planners do not overlook an alternative that could prove to be useful, as well as to avoid the pitfall of "reinventing the wheel" when adequate strategies already exist. A list of

the strategies that were investigated for possible use in Mesa's Comprehensive Career Guidance Program* is shown in the chart on the next page. While not all of these procedures are equally effective all the time, most of them are appropriate at some time.

*Mesa Public Schools, Mesa, Arizona

POSSIBLE INSTRUCTIONAL AND COUNSELING STRATEGIES

PUBLICATIONS

Reference books
Magazines and periodicals, newspapers
Catalogs and booklets
Student publications
Occupational literature
Learning Activity Packages (LAP)
Popular literature

AUDIO-VISUAL MATERIALS

Bulletin board
Displays, exhibits, and charts
Films and filmstrips
Slides
Records
Audio tapes-video tapes
Radio and television

PLANNED PROGRAMS

Group guidance and large group instruction
College day or night
Panels
Parent night
Parent workshops
Assembly programs (Career Day, etc.)
Occupational and educational talks in classes (Resource people)
Orientation programs
Cross-age teaching
Paraprofessionals
Programs for special populations

INSTRUCTIONAL UNITS

Career guidance units
Personal reference notebook
Individually developed projects
Personal Assessment Package (testing materials, etc.)
Programmed instruction

COMPUTER SYSTEMS

Computer assisted information system

SIMULATIONS

Role playing
Gaming
Dramatization
Quiz contests

DIRECTED EXPLORATION AND OBSERVATION

Laboratory study (how to apply, how to interview, etc.)
Vocational exploration groups
Occupational/educational units
Visitations to educational and training institutions
Visits to work settings (shadow, observe-interview, etc.)

ACTUAL WORK EXPERIENCE

Student employment agency
Participation in a work experience (part-time jobs, summer jobs, work study programs, volunteer work and job try-out)

GUIDANCE CENTERS

All inclusive--may utilize all strategies mentioned above

Program strategies may be broad and inclusive, or they may be limited, addressing only one or a few components of a program. It is not necessary and often not appropriate to select a single program strategy. However, it is usually appropriate and desirable to select a broad program strategy around which component strategies will operate. Due to the time and space limitations of this module, discussion will center on an examination of only a few program strategies. (References to other program strategies can be found in the Further References section.) For discussion purposes, some strategies will be grouped together.

PUBLICATIONS AND AUDIO-VISUAL MATERIALS

materials

Written and audio-visual material serve as an informational-reference library on colleges, trade and technical schools, military and employment opportunities, occupational information and community services and activities. In many cases student information and course information are also available, either through materials or through computerized access, so students may combine personal information with educational and vocational information to assist in the decision making process.

PLANNED PROGRAMS

programs

A particularly effective method of disseminating information is through planned programs. Programs, such as those listed on the previous page, are types of strategies that make for efficient use of time and expertise and are frequently more effective than working with individuals because they encourage interaction,

discussion, and reflection. Typically individuals are selected for a group because they have common interests and concerns.

INSTRUCTIONAL UNITS

(Curriculum approach - programmed instructions)

the Mesa curriculum approach

A good example of this technique is the program in the Mesa, Arizona public schools. Mesa's project has involved all segments of the educational community in a delineation of the needs of students, and has selected the regular classroom, with coordinated efforts of teacher and counselor, as a delivery system. Units aimed at meeting student needs provide the vehicle for career guidance instruction in the regular classroom setting. Recognition that these needs can best be met through integration into the regular curriculum has led to development of a partnership between teachers and pupil personnel specialists that is really paying off in terms of attainment of student objectives. Additional information may be obtained by referring to "Orientation to a Systematic Approach to Guidance," and "Toward Accountability," both publications of the Mesa Public Schools.

COMPUTER SYSTEMS

computer systems

Computerized approaches to guidance and counseling are in need of considerable additional evaluation, refinement and modification. The computer possesses the potential for systematically relating stimulus, response, situation and learner variables into a computer-based information storage and retrieval system that could control the interactions of these many variables. Several systems have been developed over the

last few years. Probably the most widely disseminated of these is the CVIS system - College and Vocational Information System - developed by Joanne Harris and staff at Oak Park, Illinois. The system contains several subsystems: an individual pupil data system containing (and updating) pupil information such as courses attempted, grades achieved, test scores, etc.; college information for all four year colleges in the United States, updated annually by ACT; more than 500 job descriptions based on competencies required for successful entry; military information; apprenticeship information; junior college and trade school information. The various subsystems interact so that when a student uses the computer terminal the computer responds to him in terms of personal information about the student; it never discourages him from exploration of alternatives, but it does suggest that he see his counselor if he selects something that is incompatible with the stored information about his previous experiences and performance. This system has great promise; however, the biggest drawback is its cost. Although the pioneers in this field are experiencing an expense that is difficult to justify, they have provided for us a vehicle that promises to cut through many of the problems of currency of data and of relatedness of information to the needs of individuals. Who can put a price on these variables? The cost for one student for one year may seem exorbitant--until we count the cost of misdirected training, misdirected job choice. Moreover, it is now possible, through time sharing and

other cooperative efforts, for several schools or school districts to share computer costs, thus greatly reducing per pupil costs. Each school would need its own method for storage of individual pupil data, but the same data bank of college, vocational, military and apprenticeship information could be used by all and costs could probably be reduced.

SIMULATIONS

simulations

Games and play seem to be a natural activity of man. Most of us spend a considerable amount of time at play. Simulation Gaming (role-playing, games, etc.) when used as a teaching device is the process of providing experiences which parallel real life situations and may involve the participant in the following activities: (1) seeking and obtaining information, (2) decision making and (3) testing out a real life situation. Simulation gaming therefore enables the individual to investigate the extent to which the real situation is satisfying to him.

Two common forms of simulations are role playing and gaming.

Role Playing:

Through this activity, students are afforded the opportunity to witness the workings of the social environment by seeing roles that might be played by themselves and others. Additionally, students could be introduced to methods or ways of influencing their environment as well as observing norms of behavior in their environment.

Gaming:

In comparison to role playing, gaming places less emphasis on the interaction of one player with another. Life, job, and career games provide a simulated situation which gives the student the opportunity to practice skills and behaviors similar to those required in a real life situation.

DIRECTED EXPLORATION AND OBSERVATION

career investigation

Career exploration and observation is a vital part of any career guidance program. Some type of systematic investigation plan is needed for students to (a) encourage them to think about careers and life, (b) broaden their perception of the "world of work," (c) help them to discover broad career areas which interest them, (d) help them to check their understanding of the world of work against reality, and (e) motivate them to continually seek further information about career choice. Final evaluation of this approach should be based on the extent to which it has stimulated the student to further career investigation/exploration. This evaluation might focus on such factors as students seeking further help from the teacher or counselor, or their willingness to engage in further suggested exploratory activities.

ACTUAL WORK EXPERIENCE

work experience

The basis for having work-experience programs involves the rationale that students need a "testing ground" where

they can gain the experience of working in chosen career areas before actually entering the occupational field. This method of education results in several benefits which include the following: (a) learning skills under actual working conditions instead of with simulations, (b) obtaining valuable technical information which would enhance an easier transition from school to the occupation, (c) allowing the student to develop relationships with others in the work setting as well as learning to accept responsibilities, (d) enabling the student to see the relationship between school and work.

With the onset of career education came a new emphasis in the work experience concept; that of making such programs available to all students as part of the continual educational process. Mesa Public Schools (Mesa, Arizona) has a work experience curriculum which includes several job-site co-ops and school-based simulated work experience programs. The Detroit Public Schools have also designed and implemented a simulated work experience program.

GUIDANCE CENTERS

guidance centers

Typically, Guidance Centers have libraries of informational materials on colleges, trade and technical schools, military opportunities, employment opportunities, occupational information, personal information (self-awareness, etc.), and community services and activities. In many cases student information and course information are also available, either

through materials or through computerized access, so students may combine personal information with educational and vocational information to assist in the decision making process.

In a recent report prepared by Arthur D. Little, Inc., for the California State Department of Education, entitled, "A Policy and System Study of California Vocational Education," a case is made for the establishment of student guidance centers. According to the report, such a Center should contain the following elements:

1. A continually updated library of books and pamphlets on occupations, organized around the Dictionary of Occupational Titles.

2. Audiovisual materials, including single-concept film-loops, tape-slides, record-slides, and films, providing broad scope multiple concepts. These can be organized within the classification system of the DOT for cross reference.

3. A human resources inventory file, continually updated, for students to use in seeking out (1) persons who can describe vocational educational programs available at the next higher educational level; (2) people with employment and industrial relations responsibilities who can describe multiple job opportunities in the companies which they represent; and (3) people presently employed who can talk with students about their particular job in terms of the pay, work time, leisure time, and life style it affords them, as well as its educational requirements.

4. Up-to-date information on labor market patterns and trends in the local area. State Employment Service representatives could provide this information, together with the training for aptitude testing. (GATB) Any public school or school district desiring training in the use of the GATB may obtain this service by contacting the state administrative office of the employment service.

5. Personal assessment; this includes materials in the following areas: self-awareness, self-understanding, understanding of others, decision-making, problem solving, abilities, interests, skills, etc.

San Diego County guidance center

In 1973, the San Diego County Schools developed plans for a model career guidance center. This type of effort will create a model center with hardware (equipment), software (printed materials), procedures, staff development and a library of resources which will serve as a stimulus for the creation of other comprehensive career guidance centers throughout the state. Although San Diego's complex, and many others, are designated "career guidance centers," the broadened definition of careers as birth to death life processes is evident in the functions of many of these models.

Los Angeles center

The Los Angeles County School Based Model Career Information Center is also another example of this movement. Besides goals and objectives, staffing and organizational chart, this model suggests equipment, vendors, audio-visual materials, references, and testing information.

guidance center example

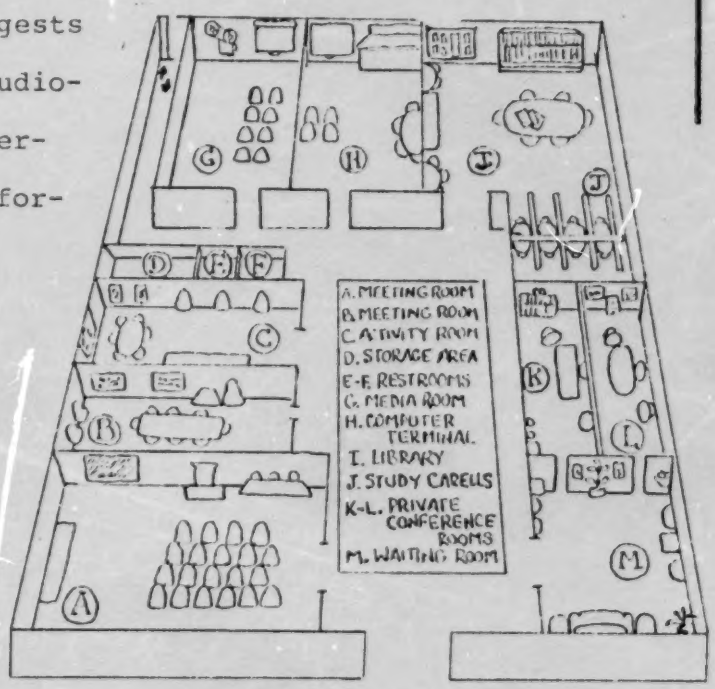


Illustration of a guidance center model

SELECTION OF APPROPRIATE STRATEGIES

Given such a broad choice of possible strategies, the question is: "How does the program planner decide which strategy to use to help students attain a particular performance objective?" To identify the instructional and counseling strategies most appropriate to each performance objective, the program planner should choose two types of techniques.

techniques of strategy selection

1. Techniques that enable the student to perform in a manner most closely resembling the performance called for by the objective. If the objective has been carefully developed, it will indicate what a student needs to learn or do to demonstrate satisfactory achievement. Some objectives may describe a complex skill for which students must learn a series of component behaviors, while others may adequately describe an entire skill. When the type of performance desired is clearly specified in the objective, it becomes possible to identify the general procedure of combination of procedures appropriate for reaching the objective. The general rule is: "Give the student practice in the performance he is to learn."

   For example, one performance objective might read, "Use appropriate behavior and show appropriate appearance in a personal interview." First, the student should be taught to discriminate between appropriate and inappropriate interview appearance and behavior. For this objective, a sound film or film-strip demonstrating both acceptable and unacceptable versions of interview appearance and behavior combined with opportunities to role play proper interview behavior with another student or counselor are more appropriate than having a discussion or reading a book.

2. Techniques that most closely resemble the conditions called for by the performance objective. If the objective has been adequately developed, it will not only suggest the major type of performance but will also suggest conditions under which performance will be expected to occur. For example, one performance objective might read, "Given two examples of oral responses

from individuals, the students must be able to identify the one most representative of 'showing consideration for the feelings of others.'" In this instance, a form of audio instructions is appropriate because the condition specified in the objective is "Given two oral responses..."

Once you have identified an array of alternative instructional and counseling strategies, you should rank them according to how likely it is that each will promote student achievement of a given objective. The judgment of counselors, teachers, administrators, students, parents and/or advisory group members may be used to assess appropriateness of strategies.

appropriateness of strategies

An interesting finding is that often a combination of strategies is more effective than any one strategy used individually. The important consideration here is that the strategies be compatible and enhance one another. It is also important to consider ways in which strategies might be combined to increase motivation and learning effectiveness.

strategy combinations most effective

Total career guidance programs are complex systems organized toward the achievement of pre-determined goals. Therefore, an important principle in building career guidance programs is the clarification of goals. Goals, in turn, would determine the nature of the program and the way one would go about setting it up. The three major elements in selecting appropriate strategies are as follows:

3 major elements in strategy selection

1. Appropriateness to target populations.

2. Consistency with resources and constraints in school system.

3. Likelihood of effectiveness.

TARGET POPULATIONS

first-- target populations

A classification by educational grade level recognizes that at any level, individual differences exist in terms of development, maturity and readiness for a particular approach to career guidance.

In most instances where career guidance is obtained, it is available through the educational system and more specifically through the guidance staff. Since the individual counselors are responsible for assistance in this area, it follows from a practical standpoint that counselors be able to narrow their responsibilities to a given grade level to eliminate the need for the counselor perusing methods covering several grade levels. It also allows the counselor to look for overlaps or deficiencies within a given grade range. Additionally, it facilitates quick familiarization with career facets that are deemed important for a particular grade level.

To clearly understand the rational underlying junior and senior high school programs, it is necessary to examine the nature of students at these respective levels.

AGE GROUP CHARACTERISTICS - (Educational Level)

Elementary

elementary age group characteristics

1. For the most part, children at the elementary level have the capacity to develop in a healthy way.
2. Significant learning takes place through the third year of school and heavily influences personality development.
3. Imitation of others' behavior becomes a very important way of learning.
4. Physical activity stimulates learning since verbal skills are not greatly developed.
5. Concepts presented that are within the children's immediate perceptual field are readily understood; others are not.
6. Exploration of occupations should be promoted rather than encouraging definite career choice.

Career guidance at the elementary level takes the form of goals related to self. These include the following: (a) understanding about one's self as it applies to abilities interests, physical characteristics, and skills, (b) gaining good problem solving and decision making skills as they relate to self responsibility, and (c) developing the ability to make and keep friends.

Since children at this age make primary use of role modeling as it relates to career guidance and since the usual career role models are limited to students' teachers and their immediate families, it would provide a great broadening of the children's occupational understanding if

exposure to several role models from outside the school could be accomplished.

As was mentioned previously, students at this age are not well developed verbally, therefore, occupational activities that are action oriented have a greater chance of providing adequate exposure than do activities which require high verbal and reading skills. Examples of effective action oriented methods include: role playing and simulations, dramatics, and games.

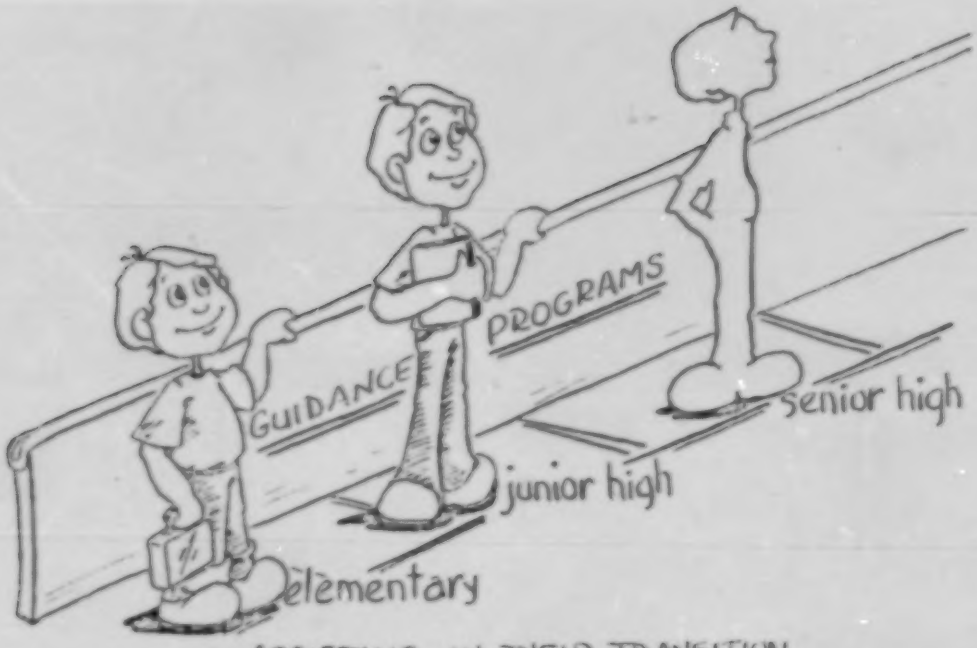
Junior High

junior high age group characteristics

1. Junior high students need the stability and consistency of relationships with understanding adults as found in a counseling relationship.
2. They are able to understand a variety of concepts and many have developed a good sense of humor.
3. They have developed verbal skills to a moderate extent.
4. They lack first-hand knowledge of the "real" world; therefore need experiences that will supply this knowledge both directly and vicariously.
5. They need the opportunity to test their capacities in a variety of demanding situations; therefore opportunities to explore and try out their emerging potentials should be presented.
6. They tend to lack the security of self-confidence; therefore need successful experiences which will tend to build self-assurance into the developing personality.
7. They have developed many questions, even anxieties, about themselves and their place in the scheme of things; therefore need an array of relationships, both adult and peer, and experiences which will enhance their search for answers.

8. They are characterized by uncertain attitudes toward many restrictions which are children they accepted; therefore they need opportunities to release or manage these hostilities in a nonpunitive and understanding atmosphere.

9. They need to develop a sense of identity; therefore a wide variety of experiences which will help them become more aware of who they are, how they relate to others, and how their peers perceive them are necessary.



ASSISTING IN THEIR TRANSITION

It is important to remember that the student population is very diverse in terms of individual development. Therefore it is difficult to generalize about the specific types of methods which are most effective for all junior high school students. Pre-adolescence is a time of uncertainty and of ambivalent feelings. A characteristic of effective junior high school methods is that they allow for the expression and exploration of feelings and attitudes.

abstractions vs. concreteness

A major consideration in selection of methods involves degree of abstractedness. The more abstract the method at this level, the more difficulty will be encountered. Conversely, the more basic or concrete the method, the greater the understanding. Listed below are examples of methods which could be used, starting with the most abstract and proceeding to the most basic or concrete.

1. Written materials
2. Spoken materials (radio, records)
3. Stationary visual materials (pictures, filmstrips)
4. Motion pictures
5. Demonstrations (exhibits, field trips)
6. Dramatized experiences
7. Simulations
8. Live, real experiences

Students of junior high age are definitely "students of transition" as they evolve from childhood to adolescence. So rapid does the change occur when it begins that great variances can be found in the developmental levels of students within this group at any given time.

Senior High

senior high age group characteristics

1. They are confronted with the reality of having to make decisions which may affect the course of their life.

2. They have developed verbal and conceptual skills which can facilitate the exploration and evaluation of opportunities and aid in decision making.

3. They are becoming more aware of themselves as persons and are learning to deal with internal and external pressures.

4. They are faced with the problem of making the transition from school to the "world of work."

5. They must deal with at least four major future directions:

    a. dropping out
    b. college
    c. post-high school vocational training
    d. work after graduation

Developmentally and maturationally it is felt that most high school students possess adequate verbal and conceptual skills. Methods for this age group need to be designed to help the individual in exploring himself and becoming aware of his needs, abilities, interests and values, especially as these relate to deciding on a future direction. The following methods are particularly effective as means to help the high school student develop decision-making skills:

1. Written materials
2. Audio-visual materials
3. Programmed instruction
4. Computer assisted programs
5. Work exploration and observation
6. Work experience

High school students are confronted with the reality of having to make decisions which will determine the course of their future lives. Therefore a variety of methods should be

employed to assist the student in clarifying his goals so that effective decisions can be made.

SUB-POPULATIONS

Each individual is unique and therefore has unique goals and objectives. Addressing individual differences in guidance appears to be more difficult than in classroom instruction. However, it is possible to group students into subpopulations along certain variables, and to select an appropriate strategy for each group, rather than selecting a separate strategy for each individual. You will need to analyze the CONTENT and INTENT of each student performance objective in order to decide which variables are critical. You may find that a single strategy will be appropriate for the entire group, or you may find that the group can be separated into two or more subgroups with similar characteristics, and that the members of each subgroup would best interact with a different strategy.

There are gross subpopulation classifications that may be appropriate; however, do not assume that the variables on which these classifications were made necessarily separate your population in terms of your objectives. One classification system might list the following groups:

sub-population classifications

- average achievers
- potential dropouts
- underachievers
- gifted
- slow learners
- disadvantaged
- ethnic minority
- women
- handicapped
- alienated

It is immediately apparent that if your objective were to have each student successfully complete a college prep program, the above grouping would be imperative, and different strategies (as well as different criteria for success) would need to be established for each subgroup. If, on the other hand, your objective for the group were to have all students participate in a career fair to be held on campus during the regular school day, you might be able to ignore group differences, and use the same strategy for all.

Individual differences in ability, potential, background, need and opportunities exist within any group of people. Recognition of this requires differential treatment which is designed and tailored to fit these differences, and thus, maximizes the effects of the treatment given to them. Although the concept of individual differences ultimately implies the uniqueness of each individual, there exist certain classes of differences which are common to a group of individuals and which differentiate them from the other groups. Classifying methods according to their applicability to such groups provides us with a technique which maximizes the potential utility of the methods, but at the same time is more economical and practical than devising individualized methods. Therefore, classifying methods in this manner is seen as a way of meeting the requirements of individual differences and narrowing the range of methods for each group, thus increasing their usefulness.

RESOURCES AND CONSTRAINTS (Strategy Feasibility)

second--resources and constraints

After the instructional and counseling strategies most suitable to desired performance have been specified, the next step is to select from among them on the basis of administrative criteria. The most appropriate strategies are not always available, nor are they always practical or within a school's budget. For example, the best way for a student to learn the consequences of selecting a long-range occupational goal related to a particular occupational cluster is for him to spend six months to a year working in each of several occupations representative of that cluster. While this normally would be impractical and very costly (both in terms of a student's time and in terms of low productivity from an employer's perspective), the United States Office of Education is currently funding several prototype versions of an employer-based career education model that proposes to design extensive job-based exploration opportunities for students. If these can be developed and implemented in a manner that will be feasible, they will be directly related to student performance learning. In the meantime, a variety of less costly simulated experiences have been designed for this purpose. Again, an example of this type of experience can be found in the Detroit Public Schools' and Mesa Public Schools' job simulation program.

Strategies must be consistent with the resources and constraints within a school system. Here is a list and description of steps for program planners to follow in

selecting feasible strategies from among appropriate strategies.

steps in selection of feasible and appropriate strategies

1. Target School Resources

   Identify the instructional and counseling procedures that counseling personnel already have available in the target school setting. To identify these procedures, a planner must utilize an assessment of a school's current counseling and guidance objectives and related activities. Such an assessment is likely to show that a significant percentage of each counselor's activities are connected with administrative objectives unrelated to his professional skills. In addition, the assessment will isolate those procedures presently being used with students to help them fulfill their guidance needs, as well as those procedures counselors have avilable but which have not yet been incorporated into the school's current guidance programs. For example, in an in-service training program, the counselors of a particular school may have learned to role-play personnel officers or admissions officials. However, they may not yet have had opportunities to integrate these procedures into their school's guidance programs. Whether or not they have been applied, the techniques identified in this step should not require the target school or district to spend additional funds to make them available to students unless perhaps to hire individuals to do the administrative activities formerly done by counselors.

2. Outside Resources

   List the instructional and counseling procedures that are not currently available in the target school/district setting but which are available either from commercial or non-profit organizations. For example, a series of films demonstrating the type of work and working conditions found in various occupations might be appropriate to student learning of the performance specified in an objective. Even though a target school or district may not have these films in their audio-visual library, they could be rented or purchased from a commercial supplier.

3. Adaptive Resources

Isolate locally or commercially available procedures that could be made appropriate through adaptation. Often those instructional and counseling techniques that have been developed require modification to become ideally suited to student learning of the particular behavior that is described in a performance objective. In some instances, the adaptation can be made as the procedure is used with students, such as showing only the most relevant parts of a film, film-strip, or video-tape. In other instances, additional "development" time is required of counseling personnel to transform the item into an adequate instructional or counseling procedure.

4. Development of Resources

Itemize the procedures that are not available locally or commercially and, therefore, would need to be developed. Novel procedures are constantly being generated and pilot tested by counseling and guidance researchers. New information on the kinds of techniques that are most effective in helping certain students learn a particular kind of performance is constantly being generated. In fact, a publication called "Communique," distributed by the ERIC Center at the University of Michigan, is designed solely to help teachers and counselors by disseminating information on newly developed techniques. However, when development is contemplated, program planners must estimate the cost to a target school/district (both in terms of staff time and materials production) as precisely as possible.

5. Budgetary Resources (Constraints)

Select the procedures that are most practical on the basis of the target school/district's budgetary constraints. As indicated earlier, the program planner needs to choose the technique that most closely approximates the conditions called for by each performance objective. Suppose an objective called for a student to be able *to make an effective oral leadership response to questions or challenges from other members of a group.* Appropriate techniques are those that can address the student in a challenging manner, i.e., audio techniques. This might

be done by film, video-tape, audio-tape, a record, a teacher or counselor, or by a peer tutor. Comparing what is appropriate with what is available and feasible, the teacher or counselor and student tutors might be ruled out because it would be difficult to schedule enough of their time to give the student sufficient practice. A film or video-tape might be eliminated for similar reasons. A student would be likely to get the most practice if furnished with a tape recorder and appropriate audio-tape. If, however, the tape recording equipment is unavailable due to a school's or district's limited budget, the counselor or teacher himself may be the best practical alternative.

Third--likelihood of effectiveness

LIKELIHOOD OF EFFECTIVENESS (Decision Guidelines)

Before finalizing the decision as to which strategy or strategies to employ, you should consider the following:

1. Is the strategy theoretically sound?
2. Does it address the program mission?
3. Does it facilitate accountability?
4. Does it allow for a cohesive program design that will be manageable?
5. Can it be implemented with relative cost efficiency?
6. Is it viable and flexible--can it be modified mid-course if it is not working or will be locked in by contract, equipment cost, etc.?
7. Does it maximize resources?
8. Does it provide for continuity?
9. Does it enhance credibility of the guidance program?
10. Does it lend itself to meaningful evaluation?
11. Have the recommendations of experts and advisory groups been considered?

(See Campbell and Walz, Career Guidance, pp. 186-195)

Weigh the advantages and disadvantages of each strategy that

appears to be appropriate. Study the costs involved; materials, equipment, time and personnel to implement the strategy. Relate your decisions to the priorities assigned to goals and objectives for which the strategies are being selected. The above (1-11) become decision guidelines in selecting the most appropriate strategy for your particular career guidance program.

CHOOSE THE STRATEGY

strategy decision

Actually choosing a strategy is the most central stage of any decision process. The word "decision" is usually defined as a choice among several alternatives.

You will have, at this point, obtained and assessed information on each alternative strategy. You will also have reviewed the decision guidelines and now therefore must choose the most appropriate strategy.

DESCRIPTION OF STRATEGY

strategy description

Once you have selected the strategy to be implemented, you must describe for each student activity all materials, services, and activities necessary to help students achieve their goals and related performance objectives.

The example on the next page is a STUDENT ACTIVITY MODULE (SAM). It describes strategies used to implement student Performance Objectives (P.O.).

Performance Objective: To describe the typical work activities of an accountant.

STRATEGY:

Student Activities:

1. Read the section on "Accountants and Auditors" on pp. 180-181 of Occupations and Careers (Feingold, McGraw-Hill, 1969).

2. You have learned what accountants do. To practice some of their on-the-job activities use the Job Experience Kit titled "Accountant." Read the booklet and follow the directions in it. Keep your completed answer sheet (found in the kit) with this student guide.

3. Companies and government agencies, just like families and individuals, need to budget their money. They need to keep financial records on how much money they have, how much they spend, and how much they receive. They must also plan ahead so that they will have enough money to meet their expenses. Accountants plan budgets, develop systems for keeping financial records, check the accuracy of financial records, and analyze the meaning of financial statements.

   How well do you keep account of your finances? For the next week, keep account of all the money you receive and what you do with it. If you have any questions about the following activities, discuss them with your teacher or counselor.

   a) First, plan a budget by estimating how much money you will receive and how you will use the money. Divide a piece of paper into three columns. In one column, list all the items you generally use money for during the week, such as food, bus fare, clothes, savings, etc. In the next column, estimate how much you spend in a week on each item. In the last column, list where you get the money for these expenses, such as part-time work, allowance, savings, etc.

   b) Next, develop a system for keeping track of the money you receive and how you spend it. Have a place to write down the amount of money you spend and a description of how you receive and where you get the money. Explain to your teacher how you plan to keep track of your money.

   c) During the next week, keep a careful record of all the money you spend and all the money you receive.

   d) At the end of the period, compare your original budget with your actual income and how you used it. Add up the amount of money you received. Both sums should be equal. See if you can account for where your money went.

   When you have completed these four steps, show your records to your teacher or counselor and explain your accounts.

4. Write a short paragraph describing the typical work activities of an accountant.

All of the developed Student Activity Modules (SAM's) constitute the entire program being structured for your target area. Now you will need to submit these SAM's to advisory groups in the target area for their review, revisions as necessary, and final approval.

EVALUATION

strategy assessment

The structuring process benefits from the participation of a wide variety of people particularly if they perform specialized functions based upon their experience and expertise. The Mesa Public Schools' strategy of contracting with counselors and teachers to develop student learning units is an example of this. They were able to draw upon the knowledge of existing staff who were familiar with the subject matter and the target population, and who would eventually implement the materials being developed. Particular skills crucial to this phase include listing behavioral objectives, identifying target populations, investigating and selecting various procedures, and communicating formally and informally with appropriate personnel.

Structuring is accompanied by input evaluation, which monitors and assesses the effectiveness, efficiency and desirability of the selected alternative strategy. Such evaluation includes 1) assessing the criteria used in the development of student materials, 2) gauging whether materials adequately address the goals and objectives to which they are related, 3) examining the costs and effectiveness

of development of materials, and 4) pilot testing strategies on a small population to determine their suitability.

IMPLEMENTATION

strategy implementation

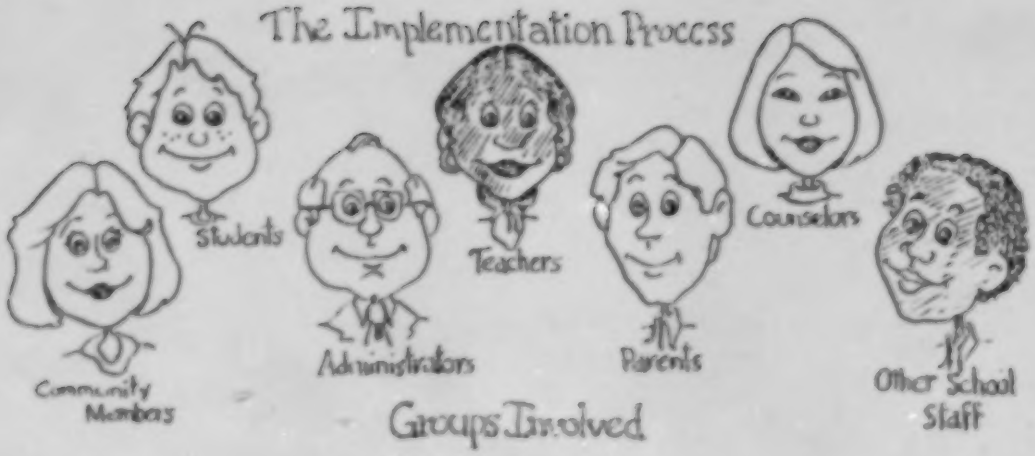
The implementation of any program involves the support of many people to carry it to fruition and represents one of the most significant parts of a career guidance program.

Implementation would not be possible if there were no one to consume or use the product; hence the importance of students. Consumers, however, could not consume if there did not exist those who sell the product or program--the teachers, counselors and staff responsible for instruction. Of course, the seller can only sell that which someone has purchased; therefore school board members and the taxpayers of the community who provide the revenue represent this group.

The degree of involvement of each of these groups is different; nevertheless, without the full support of each, a great program would only be mediocre and a mediocre program a failure.

Since programs vary and the demands on human and other resources shift as situations and programs change, there is no clear cut formula for success of program implementation. It is important to remember that this difficulty comes from the need to individualize each program so that the unique needs of the "consumer" student are considered and met. Because of this the implementation of a program requires

as much planning, effort and creativity as the design and development of the program itself.



DISCUSSION

At this point the coordinator should offer the group the opportunity to discuss the material and their concerns about it. Have any of the questions from the earlier discussion (listed on the board) been answered? Are there any new ones to add? Are there any concerns which need to be aired immediately?

SIMULATION

This exercise should assist you in the selection of strategies appropriate to your particular situation. You will be listing positive and negative aspects of your own setting that will influence your choice of strategies.

Individually, list on the chart on the next page, all the resource and attitudinal characteristics you can think of that describe your school and/or district. Resource characteristics will include geographic location, type of neighborhood, available business and industry, physical facilities of school plant, budget and funding, schedule, staff characteristics (including competencies), staff assignments, materials and equipment available, current programs, and other. Attitudinal characteristics will include district and board philosophy, administrative stance, professional organization priorities, parent and community priorities and support, etc. List each thing that enhances or facilitates program development and implementation in one column and everything that inhibits in another column. This part of the activity should not consume more than 30 - 40 minutes.

Now form into groups of three or four. Next, each person within the group will select one characteristic from the resource and one from the attitudinal category. Each person will be given a maximum of 10 minutes to solicit and discuss with the group ways of working with and hopefully resolving the inhibitor.

RESOURCE CHARACTERISTICS	ENHANCES	INHIBITS
1. Geographic location		
2. Type of neighborhood		
3. Available business and industry		
4. Physical facilities of school plant		
5. Budget & funding		
6. Scheduling		
7. Staff characteristics (Including competencies)		
8. Staff assignments		
9. Materials & equipment available		

RESOURCE CHARACTERISTICS	ENHANCES	INHIBITS
10. Current Programs		
11. (Other)		
12. (Other)		

ATTITUDINAL CHARACTERISTICS	ENHANCES	INHIBITS
1. District & board policy		
2. Administrative stance		
3. Professional organizational priorities		
4. Parent-community priorities & support		
5. (Other)		

IN-DEPTH STUDY AND PRACTICE

The facilitator should assign each individual to a group consisting of 3 or 4 persons. Each member of the group will select a counseling strategy from those listed below (or one of his own choice). You will find paper in the "Notes" section for taking notes on your readings and to aid in preparing your presentation. Please consult the "References" section, page 61, for subject reading lists.

1. Publications
2. Audio-visual Materials
3. Planned Programs
4. Programmed Instruction
5. Computer Systems
6. Simulations
7. Directed Exploration and Observation
8. Actual Work Experience
9. Guidance Center
10. Miscellaneous

(For further description of strategies see pages 10 through 15.)

Once the strategy has been selected, each individual will make an in-depth study of his strategy and report his findings to the group. In your research, include the following (this portion of the activity should be completed in 4 hours or less):

1. A written description of the strategy.
2. Important aspects and consideration of the strategy.
3. Advantages and disadvantages of the strategy (pros and cons).
4. Any other pertinent information regarding the strategy.

After completing the in-depth study, you will meet with the other members of the group. Your purpose in regrouping is to present and discuss your findings with the other group members.

After each individual finishes his presentation, the other group members will interact by:

1. Asking questions.
2. Providing feedback
3. Critiquing (strategy)

APPLICATION PROCEDURES

The purpose of the application is to define in some detail how you will apply the skills gained in your own setting. To bring together the information that will form the basis for your written plan you will need to respond to the following questions.

1. What is the main thrust of your district philosophy?

_____

_____

_____

_____

2. Which district goal(s) will be advanced by the guidance/ counseling program you are planning to implement?

_____

_____

_____

_____

3. What is the purpose of the program that you are planning? What will it do for students? Write 3 student performance objectives (P.O.s) of your program. (See group facilitator if assistance is needed.)

_____

_____

_____

_____

_____

_____

_____

_____

4. List 2 or 3 strategies (see p. 19) that you feel are appropriate for your proposed program.

A. _____

_____

B. _____

_____

5. Specify the target population for the program you are planning. Give such information as grade level, number, characteristics, etc. (See pp. 31-38)

_____

_____

_____

_____

6. List 2 or 3 enhancers (+) and 2 or 3 inhibitors (-) of each strategy that you have listed in #5 above.

A. _____

ENHANCERS	INHIBITORS
(1) _____	_____
(2) _____	_____
(3) _____	_____

B. _____

ENHANCERS	INHIBITORS
(1) _____	_____
(2) _____	_____
(3) _____	_____

C. _____

ENHANCERS	INHIBITORS
(1) _____	_____
(2) _____	_____
(3) _____	_____

7. From among the 2 or 3 strategies you listed in number 4, select one which you think will meet one of the student performance objectives (see #3).
(See group facilitator if assistance is needed.)

Selected P.O.: _____

_____

_____

_____

Selected Strategy: _____

_____

_____

8. After selecting your P.O. and your corresponding Strategy (#7), use the SAM on p. 44 as your model and structure your activities.

STUDENT ACTIVITY MODULE

PERFORMANCE OBJECTIVE: _____

_____

_____

STRATEGY: _____

_____

STUDENT ACTIVITIES:

Keep in mind that a SAM must be developed for each Performance Objective proposed for your program.

POST ASSESSMENT

1. Define "guidance program strategy." (pp. 16-18)

_____

_____

_____

2. List at least 6 possible guidance program strategies. (p. 19)

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

3. Choose one of the above strategies and give a brief description. (Pp. 20-28)

_____

_____

_____

_____

_____

4. List 4 ways to achieve positive attitudes toward a new program strategy. (pp. 14-15)

_____

_____

_____

_____

5. From the list below, select those that are classified as direct strategies. (p. 17)

____ a. Aspects of educational setting.

____ b. Orientation

____ c. School personnel

____ d. Community resources

____ e. Personal assessment

____ f. Personal problem-solving skills

____ g. Formulating and pursuing personal goals.

____ h. Research and evaluation

6. List 3 major considerations in selecting an appropriate career guidance strategy for your school. (pp. 30-31)

a. _____

b. _____

c. _____

7. List 5 sub-populations that a program planner might encounter in developing a new strategy. (p. 37)

a. _____

b. _____

c. _____

d. _____

e. _____

8. List 3 resource considerations that determine strategy feasibility. (pp. 39-41)

a. _____

b. _____

c. _____

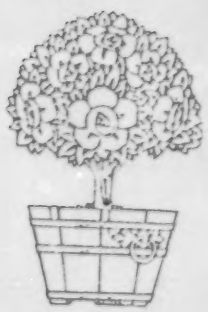
9. List 4 decision guidelines that should be used in determining the effectiveness of new program strategies. (p. 42)

a. _____

b. _____

c. _____

d. _____



POST ASSESSMENT

ANSWER KEY

1. Program strategies are procedures, methods, techniques, processes and approaches--including activities, equipment, and materials--which form the delivery systems used to obtain student performance objectives.

2. Publications, audio visual materials, planned programs, instructional units, computer systems, simulations, directed exploration and observation, actual work experience, guidance centers and miscellaneous.

3. Please refer to pages 20-28 to check your answer.

4. Please refer to the list of 10 given on pages 14 and 15.

5. b, e, f, & g.

6. a. Appropriateness to target populations.
   b. Consistency with resources and constraints in the school system.
   c. Likelihood of effectiveness

7. Please check your answers with the list of 10 items found on page 37.

8. Check your answers with the list of 5 items found on pages 39-41.

9. Check your answers with the list of 11 items found on page 42.

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APPENDIX A

COORDINATOR'S GUIDE

DEVELOPING GUIDANCE, COUNSELING

AND PLACEMENT PROGRAMS

ALTERNATIVE STRATEGIES

TABLE OF CONTENTS

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1.	Coordinator's Role and Function.	71
2.	Outside Materials Needed for Module.	75
3.	Verbal Presentation Following Initial Activity	76
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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is very important. Your responsibilities fall into four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, allow people to have fun. On the other hand, make it clear that there is a very serious purpose behind the workshop. People should be relaxed but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. If things are going too fast and people are getting lost, slow down the pace, call for questions, make sure participants are absorbing the material. Keep the flow smooth at junctures in the module. Wind up one activity with a satisfying resolution and ease participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapt to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasiness, get them into the open, talk them over, especially at the beginning. Watch facial expressions

and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the activities and assessments. Keep a record of how each participant does. In general, try to maintain the quality level of the workshop.

Specific Functions of Coordinator

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop (see list entitled "Outside Materials Needed for Module").

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to it.
3. Introduce initial activity.
4. Lead discussion following initial activity(note the outline of it later in this guide--VERBAL PRESENTATION).

5. Introduce the basic purposes and structure of the module (see outline on page 5). Put participants' questions on the board, unless they're immediately resolvable.
6. Start participants on the Pre-Assessment. When they have completed it, place questions on the board.
7. Run the tape-slide presentation. Lead any discussion following this, placing additional questions on the board.
8. Start participants on the Initial Reading.
9. Lead discussion following the reading. Discuss the questions on the board and any new ones that come up.
10. Start participants on the Simulation and assist where necessary.
11. Start participants on In-Depth Study and Practice. Circulate among participants during the reading to answer questions and help wherever possible. Schedule and facilitate the presentations.
12. Start participants on the Application Procedures. Schedule and facilitate discussions. Examine completed application sheets, approve them if they seem complete and logical.
13. Conduct the Post-Assessment. Collect the results. If time permits, evaluate each of the participants on their performance. Finish after the workshop if necessary. Keep a written account of your evaluations and discuss each with the appropriate participant.
14. Conduct a Wrap-up session. Your tasks here are to:
    a. Summarize what has gone on and been accomplished.
    b. Resolve any unanswered questions.

c. Point out sources for additional study. Go through the Reference section briefly, add any sources you know of.
d. Mention any technical assistance available--experts related to module topics to whom they might be able to turn.

15. Throughout, observe how things go, collect suggestions for ways to improve the module. Keep a written account of these.

16. Submit copies of documents related to items 12, 13, and 15 in this section to the overall workshop director.

OUTSIDE MATERIALS NEEDED FOR MODULE

It is suggested that the coordinator refer to the activities listed in the In-Depth Study and Practice section, page 52, and the readings listed in the References section pp. 61-67 and determine which sources are available for participant use for that activity. Please note the references are grouped according to strategy areas.

VERBAL PRESENTATION FOLLOWING INITIAL ACTIVITY

Coordinator makes presentation such as following:

"Students of today are confronted with the reality of having to make decisions which will affect the course of their lives. As events in recent years have demonstrated, our youth have expressed serious concerns. These concerns have been in regard to problems which may affect them directly or which are national in scope. Among the most prominent of these are:

1. Cultural-racial understanding
2. Drug abuse
3. Sexuality
4. Equal opportunity
5. Communications
6. Student involvement
7. Educational and occupational planning
8. Potential school leavers

"If the school guidance program is to maintain relevance, it must include planning which takes into account these and other timely concerns. School guidance personnel are being called upon today to be more responsive to current needs of youth. As a result, new and different program strategies for school guidance programs may be anticipated in the generations ahead.

WHAT ARE PROGRAM STRATEGIES?

"Program strategies are procedures, methods, techniques, processes, approaches (including activities, equipment and materials)

which form the "delivery systems" used to attain student performance objectives. As we develop a role in each of our life communities--home, school, job, society, community, etc., we adopt characteristic ways of doing things, particularly those things that we do repetitively. If it is comfortable for us, if we "feel" that it works effectively, if we get minimal negative feedback from the recipients and/or observers of our actions, we tend to bypass the reflective stage as we accept the routine of habit. Often we are surprised, annoyed, even defensive and denying when someone invades our comfortable world with a suggestion that there might be a better way to do it. We believe that if it works for us, we need not look further."

Discussion

Follows Verbal Presentation

After the Initial Activity the Coordinator should lead a discussion touching on the following:

"Compare your alternative strategies with your habitual strategy and determine whether one of the alternative strategies might be as efficient and as effective as your habitual strategy. Now decide whether you would be willing to try the new strategy to see whether it is effective, and whether you can learn to be as comfortable with the new strategy as with the old."

Ideas or questions that the coordinator should raise are:

1. "Did I really stretch my thinking to discover truly alternative ways or did I settle for minor modifications of my old ways?

2. Will I try the new strategy honestly, openly, with a real desire to make it work, and without lapsing into the old strategy? "

Coordinator should then ask:

"Do you have any questions?" (If appropriate, presenter lists on board questions which will need further discussion later in the workshop in order to reach resolution.)

WRAP-UP

Coordinator covers following points:

1. Remaining questions or new questions about module topics and SAMS should be resolved if possible. The coordinator should seek members' opinions, refer them to further reading, or other appropriate actions.

2. The coordinator should go over resource list with participants so that they know how they can work on their own in more depth.

3. The coordinator should make known any followup help or technical assistance that will be available to participants.

APPENDIX B

TAPE-SLIDE SCRIPT

PLANNING ALTERNATIVE STRATEGIES

VISUAL	SPOKEN
1. Title Slide: Alternative Strategies in Guidance Programs.	1.
2. Two students talking to each other.	2. Student #1: "This class is really boring. Same old stuff. Nothing different or new."
3. Same as frame #2	3. Student #2: "Yeh, this whole school is that way. What a waste."
4. Picture of school at distance with large number of students walking on campus.	4. Narrator: Does this sound familiar? Is it happening in your school? Many kids are turned off by school. What can you as an educator do to help? Is there another way?
5. Puzzled faces of adults with question marks around them, (close-up) with Title: Alternative Strategies.	5. Alternative Strategies! What exactly are these strategies? As if we didn't have enough to do with our present programs.
6. Puzzled administrator, hands on head with frustrated appearance. Large pile of unopened letters on desk.	6. Without a doubt, there is an increasing demand for innovative methods to facilitate guidance counseling programs.
7. Group of educators, parents sitting around table with written materials, and talking to each other.	7. Those given the responsibility to produce such programs are continually searching for more effective ways to meet student needs. The job is not an easy one by any means.
8. Several labeled pictures within a large frame, depicting the varied student populations 1) Minorities, 2) Dropouts, 3) Girls, 4) Handicapped, 5) Gifted	8. It requires providing comprehensive programs for all students.

9.	3 Titles (Elementary, Junior High, and High School) with typical symbol of each grade level.	9. At all educational levels... Elementary Junior High High School.
10.	Picture such as below: 	10. Often this must be accomplished with limited staff and resources.
11.	Same as frame #7.	11. A major task of developing comprehensive programs involves formulating program goals and objectives.
12.	Adult at chalkboard with staff seated. Strategies (4) listed on board with tally marks following each strategy. (A.V. materials, Career Day, Work study program, computer system.)	12. However, a more difficult task involves selection of appropriate methods (strategies) for meeting the objectives.
13.	Inside picture of small room with books, materials, magazines, etc. stacked on shelves (completely full).	13. During the last 10 years there has been an incredible number of innovations and developments in career guidance.
14.	Picture of large computer with tape all over floor and 2000 superimposed over computer.	14. One computerized search in 1969 identified approximately 2,000 methods which had been developed during the sixties.
15.	Same frame as #1.	15. The module in which you will participate has two main purposes.
16.	Frame with large number 1 with statement "Description of Strategies"	16. The first purpose: is to briefly describe the various methods (strategies) that counseling personnel can utilize in implementing a comprehensive career guidance system.
17.	Frame with large number 2 with statement "Development of Skills"	17. The second purpose: is to develop skills in the design and development of alternative counseling strategies.

18.	Frame with wording "Counseling Strategies"	18.	Some possible instructional and counseling strategies discussed in this module include...
19.	Picture of publications with title at top-- "Publications"	19.	Publications
20.	Picture of A.V. equipment with title above-- "Audio-Visual Materials"	20.	Audio-Visual Materials
21.	Picture of student assembly with title above-- "Planned Programs"	21.	Planned Programs
22.	Picture of teacher with class of students with workbooks with title above-- "Instructional Units"	22.	Instructional Units
23.	Picture of students at computer terminal with title above-- "Computer Systems"	23.	Computer Systems
24.	Picture of students acting out a skit with title above-- "Simulations"	24.	Simulations
25.	Students on site during a field trip with title above-- "Directed Exploration and Observation"	25.	Directed Exploration and Observation
26.	Student on job with adult worker with title above-- "Actual Work Experience"	26.	Actual Work Experience
27.	Several students involved in various activities, e.g., viewing filmstrip, small group counseling session, individual counseling session, 2-3 students reading in lounge.	27.	Guidance Centers
28.	Counselor seated with light bulb flashing over his head.	28.	And other ideas not previously mentioned.

29.	Same as frame #12	29. You will also have the opportunity to develop the skills needed for strategy selection through the following activities:
30.	Title: Simulation Cartoon with situation of person making a selection.	30. This exercise should assist you in the selection of strategies appropriate to your particular situation.
31.	Title: In Depth Study and Practice Picture of an adult at a library looking for a book in the stacks.	31. This activity will permit you to research a strategy and report your findings to a small group of people.
32.	Title: Application Picture of school building with caption saying "Will it fit my school?"	32. The purpose of this activity is to define in some detail how you will apply the skills gained in your own setting.
33.	Picture of title page of module.	33. In the material which follows, we will provide the framework for the selection of methods which are appropriate for meeting specific guidance goals with specific student populations.

APPENDIX C

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.